

Politics: Key Stage 3 lesson plans

Lesson 1: Research main political parties and their policies; think of this in terms of local politics.

Lesson 2: Design a political party and produce pledges.

Lesson 3 & 4: Investigate and make a party political broadcast for their political party.

Politics and Citizenship objectives Key Stage 3	1	2	3	4
1c: Central and local government, the opportunities to contribute.	●	●	●	●
1d: The key characteristics of parliamentary government.	●	●	●	●
1e: The electoral system and the importance of voting.	●	●	●	●
1h: the significance of the media in society			●	●
2a: think about topical political, moral, social and cultural issues by analysing information and its sources	●	●	●	●
2b: justify orally a personal opinion about such issues	●	●	●	●
2c: contribute to group and exploratory class discussion	●	●	●	●
3a: use the imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	●	●	●	●
3b: negotiate, decide and take part responsibly in school based activities	●	●	●	●
3c: reflect on the process of participating	●	●	●	●

Media literacy objectives				
See a range of FVT that both consolidates and extends existing viewing experiences	●	●		
Through analysis and practical activity, explore ways in which small editorial changes can affect meaning			●	●
Investigate a topic using FVT text.		●	●	●
Watch and discuss sequences.		●	●	●
Look at and discuss publicity material for films and have opportunities to make trailers etc.	●	●	●	●

Lesson 1: Research main political parties and their policies; think of this in terms of local politics.

Resources

General

ICT Room

TV & VCR or ICT means of showing party political broadcasts, which can be found at:

<http://www.conservatives.com/tile.do?def=news.multimedia.page>

<http://www.libdems.org.uk>

<http://www.labour.org.uk>

Starter

- Watch a party political broadcast. (Pupils will be analysing this in a later lesson.)
- Ask: What are the main political parties in Britain?
- List on the board.
- Pupils research the main policies and pledges of each party using the Internet.

Modelling

Discuss what pupils have found in their research: identify the main findings about each party and mind map or bullet point on the board.

Development

- In pairs, pupils decide which they think are the best policies they have found from the parties, and if there is anything that they think is missing that should be there.
- Make a list on the board of these 'best' and 'missing' policies.
- Explain the homework.

Plenary

- Pupils research who their local MP is, members of their local council and what parties they stand for.
- In light of the national research, discuss they have done, what impact they think national policies will have on local politics (eg the impact on banning fox-hunting has been minimal in the city yet has a big impact in the country.)

Homework

Ask pupils to devise their own political party based upon what you thought were the best policies found in your research.

Follow on/alternative

Pupils could make a logo that represents their political party.

Lesson 2: Design a political party and produce pledges.**Resources**General

ICT room

OHP & OHT of a political party's pledge, eg available from:

http://www.labour.org.uk/fileadmin/splash/pledges_front.gif

A4 paper

Starter

In groups of four, pupils discuss their ideas for the political party from homework from the last lesson.

Modelling

- In groups of four: pupils decide on the best ideas for a political party and come up with their own 'perfect' political party.
- In class: Mind map ideas for the political party: name, policies etc.
- Show pupils on OHT an example of a political party's pledge, available from: http://www.labour.org.uk/fileadmin/splash/pledges_front.gif
- Annotate together, looking at signifiers, connotations of colour, font, picture etc.

Development

Groups design and make their own pledge cards for their political party. They must think about the colour, font, images etc.

Plenary

- Groups stick pledge card to A4 paper and annotate thoroughly to show their reasons for choosing particular colour etc.
- Share pledges as a class; discuss effective cards.

Homework

Ask pupils to find out how they could be involved in local politics.

Follow on/alternative

Pupils could

- Produce a manifesto for their party.
- Set up a display of different parties.

Lesson 3 & 4: Investigate and make a party political broadcast for their political party.**Resources**General

OHP and OHT of a picture from advert 'I don't do politics' (or put on interactive whiteboard) from: <http://newswww.bbc.net.uk/1/hi/magazine/3513658.stm>

DV cameras.

ICT editing facilities.

Means of screening pupils' films.

Video of, or ICT means to show, a party political broadcast.

Starter

- Show the image from the TV advertising campaign 'I don't do politics' by the Electoral Commission.
- Talk about how the advertisement works and then pose the question: How does everything involve politics? eg How does the food on your plate involve politics? How do your trainers involve politics? How does the building of your local skate park involve politics?
- Link to homework: What did they find out about opportunities for being involved in politics locally?

Modelling

- Watch a party political broadcast (use the websites from previous lesson).
- Analyse what it is designed to do and how it works: eg the use of colour, music, edits, camera shots, people, etc.
- Watch another broadcast by a different party.
- Compare how the two work and the similarities and differences, put up ideas in columns on the board.
- Ask: Which one would get your vote and why?

Development

- Storyboard a party political broadcast for the party that you created last lesson.
- Film and edit it.

Plenary

- Watch the broadcasts.
- Compare to each other and to the official ones.
- Draw out the similarities and differences. Challenge the choices they made and get them to justify them.
- Ask what they have learnt about politics that they did not know before these lessons.

Follow on/alternative

Pupils could:

- Hold mock or school council elections using broadcasts.
- Put broadcasts and pledges on the school intranet for a vote.
- Invite a local MP, Councillor etc into class for a question and answer session.